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ABSTRACT

Following a discussion of Federal legislation as related to regional programs, this 1970 report presents an assessment of attitudes toward regional educational cooperation. The 4 groups of respondents (n=426) were school administrators, teachers, school board members, and influential laymen from 25 school districts in Washington, Fayette, and Greene counties (Pennsylvania) who were surveyed using an instrument organized according to 5 areas in which school systems might cooperate: in the areas of finance, research and planning, and human relations functions, the respondent groups generally favored regional cooperation; respondent groups strongly supported cooperative special education in most cases; and, in the area of centralized services, the greatest diversity of responses was observed, with dissent predominating. Ten tables, 2 appendixes (tabular results of multivariate analysis of variance and the questionnaire), and a 10-item reference list are included in the report. (MJB)

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A STUDY OF ATTITUDES TOWARD REGIONAL COOPERATION IN EDUCATION

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PREFACE

The authors wish to recognize the outstanding contributions made to this study by Mr. Richard Kohr of The Pennsylvania State University in developing the procedures for statistically treating the data and carrying out this process. His efforts were a major contributing factor to the success of this research project.

Acknowledgement is also in order for Mr. Richard Podemski of the State University of New York at Buffalo for his assistance in ordering the data for analysis and for raising penetrating questions which proved valuable in the writing of the final report.

Finally, we wish to thank all the respondents for participating in this study. By giving of their time and energy they have contributed in a major fashion to the increasing body of knowledge available on regional cooperation in education. Without their assistance this study could not have been undertaken.

This study has been made possible through a Title V ESEA grant award to the California Area School District by the Pennsylvania Department of Education. The survey instruments for this study were developed and distributed by the Center for Cooperative Research with Schools, Pennsylvania State University in cooperation with the Area "C" Educational Development Center, California, Pennsylvania.

INTRODUCTION

Perhaps never before in history has there been as much interest as presently exists for bringing about regional cooperation in education. There are various types of regional cooperation programs now taking place across the country, and undoubtedly this practice will gain in importance. In essence, regional cooperation is the interaction among local school units to mutually provide a broader base for educational services and facilities which frequently are economically impossible for a single school district. The degree of interaction encompasses the gamut of possible forms of cooperation; ranging from individual schools working together to provide certain programs to metropolitan educational organizations under a county or regional school system, or perhaps an agency encompassing several counties and states approaching education from a regional perspective.

Several emerging trends in both society and education have led educators to look toward various types of regional cooperation as the solution to many of their problems. Within the next fifteen years, eighty per cent of this country's population will live in standard metropolitan statistical areas (SMSA) which consist of a central city and rings of suburbs encompassing a population of 50,000 people or more.[1] With the focus of education attempting to reach an increasingly larger number of people with differing backgrounds, there arises a question concerning the ability of school units to individually meet the resultant needs of this diverse population.

Each year the local school district is asked to assume responsibility for an ever increasing array of services for students. The desire for innovative programs and increased extra-curricular activities is

forcing local school administrators and school board members to seek new means of implementing programs to meet this expanding demand for educational services. The resources and educational expertise for such implementation cannot always be found within the local school. Consultants or agencies who have the ability to develop and implement new programs are playing an increasingly important role in education. Examples of this would be the Regional Educational Laboratories and Regional Supplementary Centers funded under Titles III and IV of the Elementary and Secondary Education Act of 1965.

The cost of providing these additional services is rising. Furthermore, increased money is needed to pay for already existing services. These educators are increasingly unable to finance many innovative programs or establish new facilities because the costs are prohibitive. Under these conditions it soon becomes economically unfeasible for an individual school system to provide services which will benefit a limited number of students.

It is these problems and others which are leading educators to view regional cooperation as a possible solution. Whereas individual schools might be unable to provide services beyond the basic mandated requirements, several schools might cooperate and share in the establishment and maintenance of expanded or additional services. Where expertise may have been lacking for innovation and research, the broader base of regional cooperation may make it possible to provide the financial base for consultant help. Finally, where individual schools may be duplicating some functions, regional cooperation may provide a more effective and efficient means of providing services for students.

FEDERAL LEGISLATION

Title III

The most comprehensive federal legislation relating to regional programs is the Elementary and Secondary Education Act of 1965 (E.S.E.A. - PL89-10). Under Title III of the E.S.E.A. money is available for the promotion of regional cooperation. "Projects related to coordinating community resources, equalizing educational opportunity, planning for metropolitan areas and rural communities were among the 839 projects approved in 1966 with an expenditure of 135 million dollars."[2] It has been through Title III that Regional Supplementary Educational Centers are being established throughout the nation. These Centers are designed to provide planning services for school districts on a regional basis.

The school districts of Fayette, Greene, and Washington Counties, by mutual agreement, have designed a series of projects under Title III E.S.E.A. These projects have been both of a planning and operational nature and have been designed to meet regional needs. These projects are administered by the Joint Board of County School Directors.

Title IV

Title IV of the Elementary and Secondary Education Act is directed toward providing for educational research, development and dissemination by permitting the establishment of intellectual, financial, and organizational frameworks on a regional basis oftentimes going beyond existing state boundaries. As an extension of the Cooperative Research Act (PL-53), Title IV supports the following areas of educational research: (1) basic and applied research programs, (2) curriculum improvement, (3) developmental activities, (4) small contracts, and (5) research and development centers.

The Laboratory Programs developed under Title IV involve education, local school systems, colleges and universities. The laboratories are multi-disciplinary, multi-functional, and multi-institutional endeavors.[3]

Educational Television

Educational television has proven itself to be one way of promoting regional cooperation. Its easy accessibility, variety of courses, and ability to transcend resources not available in local school districts makes educational television one of the first attempts by many school districts to cooperate with one another. Because of the enormous cost of ETV, individual districts alone would be unable to support the expense of maintaining quality educational television.

In 1963, with the establishment of the Educational Television Facilities Act, the Federal Government began to underwrite the cost of educational television. Any agency or official responsible for the supervision of public elementary, secondary, or higher educational institution within any state may apply for such funds.[4]

The school districts of Fayette, Greene, and Washington Counties have not developed an educational television capability of their own. However, most of the districts do subscribe to a public educational television network station located in Pittsburgh (WQED). The local school districts of the area have combined their efforts to form a rather large Regional Instructional Materials Center which has been in operation for a period of six years.

Intermediate Units

Intermediate units, which in the Commonwealth of Pennsylvania are most frequently established as the County Superintendent's Office, are another way of sharing educational programs and facilities on a regional

basis. The intermediate unit of school administration has been defined as, "An area comprising the territory of two or more basic administrative units and having a board or officer, or both, responsible for performing stipulated services for the basic administrative units or for supervising their fiscal administrative or educational functions."[5] Today over half of the states have some form of intermediate units. About half of these units are defined by the geographic boundaries of counties.[6]

The services provided by the intermediate unit depends upon the needs of the region and the philosophy and training of the specialists employed by the unit. Typically, the programs conducted by such units include: (1) administrative services, (2) research and planning services, (3) curriculum development and instructional improvement services, (4) instructional materials services, (5) continuing professional educational services, (6) pupil personnel services, and (7) vocational-technical education.[7]

Although regional cooperation is possible through an outside agency as with intermediate units, Title III Centers, or Regional Laboratories, other forms of cooperation between and among schools do exist. The range of possible approaches to regional cooperation is exhaustive. Such cooperation may take the form of inter-district cooperation or county-wide school districts.

Hartford, Connecticut; Minneapolis and St. Paul, Minnesota; as well as Kansas City, Missouri are examples of voluntary inter-school district cooperation. In these situations both city school and suburban school district representatives have formed regional agencies to combat common problems. Programs ranging from the planning of long-range building construction and increased cooperation between school personnel and community agencies and institutions to the development of innovative

programs in the areas of special education, adult education and vocational education are some of the advances in educational practices that schools in a region can accomplish through joint efforts toward a common goal.

Fayette, Greene, and Washington Counties have been designated by the Pennsylvania Department of Education as Intermediate Unit No. 1. This would combine the County Superintendent's Offices now located in each of the three counties into one service organization. A program of services will be designed to meet the needs of the educational agencies in these three counties. This unit is scheduled to go into operation July 1, 1970.

Educational Development Centers

The state of Pennsylvania has established a series of Educational Development Centers throughout the state. These Centers were set up to combine the educational resources of an area and to bring about closer cooperation between public schools, colleges, and universities. Area C has established an elaborate Educational Development Center which has professional individuals contributed by the following agencies: California State College; Department of Education; Fayette and Washington County Boards of Education; Appalachia Educational Laboratory; Joint Board of County School Directors of Fayette, Greene, and Washington Counties. The Educational Development Center is administered by a Policy Board which is made up of representatives of all of the educational agencies in the three-county area.

A STUDY OF REGIONAL COOPERATION

In order to understand, on a basis more rational than guesswork, the perceptions of professional educators, school board members and selected lay citizens toward regional cooperation in education, a study was recently conducted under the direction of the Center for Cooperative Research with Schools with the assistance of the Region C Educational Development Center and the Regional Instructional Materials Center. The population and sample for the study were drawn from Washington, Fayette and Greene, three counties located in the southwestern corner of the Commonwealth of Pennsylvania.

The Sample

In order to assess attitudes toward regional educational cooperation, four groups of respondents were chosen: administrators, teachers, school board members and influential laymen. It was felt that attitudes from these four groups would represent the attitudes toward regional cooperation from a representative population of people concerned with education in that area.

Since any attempt to do a saturation study and interview all of the possible respondents in these four discretely identified groups in each of the selected three counties would be prohibitive, certain sampling procedures were used for the two largest of the four respondent groups: teachers and laymen.

A total of ten per cent (10%) of the teachers from all the public school districts in the three counties were sampled. Teachers' names were alphabetically arranged according to school and every tenth name was chosen. The administrators of each school system were asked to identify ten (10) influential laymen in their district. These ten laymen from

each district comprise the laymen sample. All administrators and school board members in the three counties were interviewed.

Although no figures of the percentage of returns are available, a total of four hundred and twenty-six respondents participated in the study.

Arrangements to conduct the survey were made with each of the superintendents in the twenty-five school systems. Individual packages, containing the survey instruments, directions and answer sheets were delivered to the superintendent's office to be disseminated through regular school channels. Each survey instrument was accompanied by a self-addressed, stamped envelope to insure confidentiality of returns. The exception to this distribution method was the influential laymen whose names and addresses were supplied by the superintendent; in this instance questionnaires and a cover letter were mailed directly to them, and they mailed the completed questionnaires back to the Center.

Instrumentation

To assess the attitudes toward regional cooperation in education of educators and laymen in Fayette, Greene, and Washington Counties a suitable survey instrument to measure such perceptions was needed. Such an instrument which assesses attitudes toward cooperation in education was developed by the Department of Educational Administration of the State University of New York at Buffalo. Specific adaptations to this instrument were made to make it viable as a measure of regional cooperation for the present study.

The instrument outlines five major areas in which school systems might cooperate: financial, research and planning, special education, centralized services, and human relations. Each section is comprised of

survey items which attempt to assess a respondent's attitudes toward the many components which make up the functions of regional cooperation.

The survey instrument is divided into two sections. Personal information about the respondent is obtained in the demographic section. Variables in this section are intended to gather data for correlation with non-demographic items.

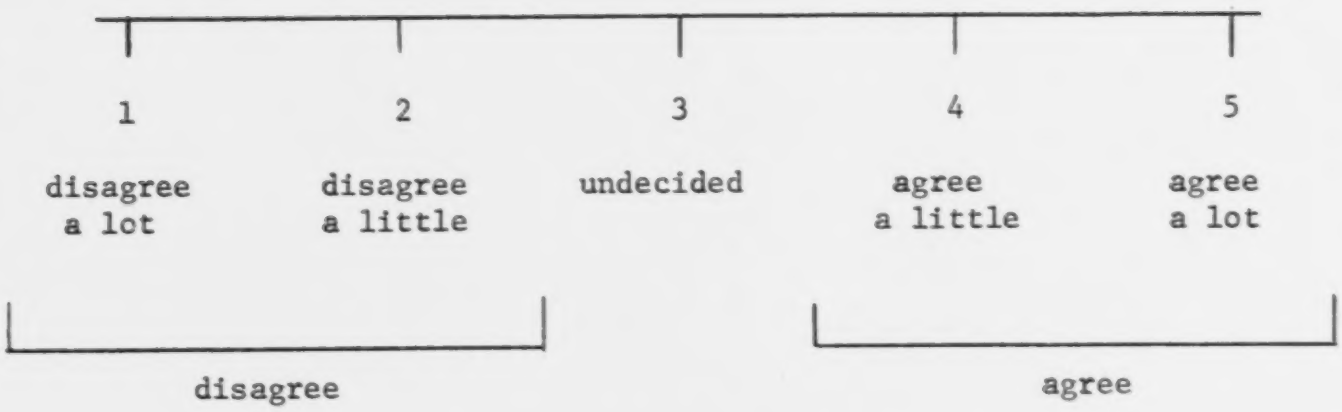
The non-demographic section contains items which refer to cooperation among school systems. A five-point Likert-type scale was used to measure the intensity of the attitudes of the respondents (disagree a lot, disagree a little, undecided, agree a little, agree a lot). Respondents were asked to indicate their feelings toward each of the statements in each of the survey instruments.

The Findings

The findings are broken down and presented in five sections: (1) Financial, (2) Research and Planning, (3) Special Education, (4) Centralized Services, and (5) Human Relations. The tables accompanying the text are subdivided and presented according to the following classifications: administrators, teachers, school board members, and laymen.

The results are presented according to the percentage of respondents who agree with, disagree with, or are undecided about the various items in the survey instrument. The range of opinion is indicated on a five-point Likert-type scale.

A FIVE-POINT LIKERT-TYPE SCALE



The mean score for each item will also be presented in the accompanying tables. The mean, or average of the numerical ratings for each item, represents the point of central tendency of the responses of each of the respondent groups.

For the purposes of this study, agreement, indecisiveness, or disagreement was interpreted in accordance with the following range of scores.

1. a concentration of 0 - 34 per cent or
   a mean score of 2.49 or below indicates disagreement

2. a concentration of 35 - 64 per cent or
   a mean score of 2.50 to 3.49 indicates indecisiveness

3. a concentration of 65 - 100 per cent or
   a mean score of 3.50 or above indicates agreement

Data Related to Financial Functions

Items in this section of the survey instrument elicit respondents' reactions concerning the nature of financial support from the State and Federal governments and cooperation among school systems in raising and spending money. The statements in this section range from the idea that the Federal Government should contribute to regional education

opportunities to school systems should cooperate in borrowing money to construct physical facilities.

As indicated by the data, the respondents were generally in agreement with cooperative action among school districts concerning financial matters. Of special interest is the fact that 94.8 per cent of the respondents agreed that school systems should work together in some way to provide services when it would be more effective or efficient to do so.

Teachers differ from both administrators and school board members in response to the item that state support for education should be general rather than categorical. Sixty-three per cent of the school board members and sixty per cent of the administrators agreed with the idea, while only forty-three per cent of the teachers were in agreement.

Eighty-five per cent of the administrators agreed that the Federal Government should contribute to regional education opportunities. On this same item seventy-six per cent of the teachers and seventy-five per cent of the school board members were also in agreement. Sixty-four per cent of the laymen supported this idea.

A significant difference was found on item 11 when the respondents were grouped by counties. Respondents from Fayette County (fifty-three per cent) and Washington County (forty-three per cent) were in agreement that school taxes should be the same for all school systems in a geographic region. Only twenty-five per cent of the respondents in Greene County believed that taxes should be the same for all school systems.

All respondent groups were undecided as to whether school systems should cooperate in borrowing money to construct buildings (agreement: administrators, forty-six per cent; teachers, forty-three per cent; school board members, forty-three per cent; laymen, forty-four per cent).

TABLE I

QUESTIONS RELATED TO FINANCIAL
BY RESPONDENT GROUPS

		Total Sample N=426	Administrators N=136	Teachers N=168	School Board N=44	Influential Laymen N=78
11. School taxes should be the same for all school systems in a geographic region.	% Agree	43.4	44.9	38.1	34.1	46.2
	% Undecided	8.7	2.9	14.9	11.4	3.8
	% Disagree	47.9	52.2	47.0	54.5	50.0
	Mean Response	2.93	2.85	2.87	3.36	2.95
12. Money would be better spent if smaller school systems combined into larger school systems.		54.7	58.8	53.0	47.7	55.1
		9.6	13.2	8.3	4.6	9.0
		35.7	28.0	38.7	47.7	35.9
		3.33	+ 3.61	3.21	3.00	3.26
13. State support for education might be more effective if distributions were made on a regional basis according to a need formula.		74.9	72.8	75.0	77.3	76.9
		12.7	13.2	14.3	9.1	10.3
		12.4	14.0	10.7	13.6	12.8
		+4.01	+3.99	+ 4.02	+4.00	+ 4.01
14. State support for education should be general rather than categorical.		53.8	60.3	44.0	63.6	57.7
		14.3	13.2	17.9	13.7	9.0
		31.9	26.5	38.1	22.7	33.3
		3.34	+3.57	3.04	+3.68	3.40
15. The Federal Government should contribute to regional education opportunities.		77.0	85.3	76.8	75.0	64.1
		7.5	5.9	7.1	4.5	12.8
		15.5	8.8	16.1	20.5	23.1
		+4.01	+4.35	+ 3.98	+3.84	+ 3.60
16. School systems should work together in some way to provide services when it would be more effective or efficient to do it that way.		94.8	94.9	93.4	95.4	97.4
		2.6	2.9	3.0	2.3	1.3
		2.6	2.2	3.6	2.3	1.3
		+4.69	+4.72	+ 4.61	+4.66	+ 4.83
17. School systems should cooperate in borrowing money to build buildings.		44.6	46.3	43.4	43.2	44.9
		21.1	17.7	25.6	13.6	21.8
		34.3	36.0	31.0	43.2	33.3
		3.13	3.12	3.14	2.93	3.22
18. If feasible, school systems should cooperate in providing regional transportation systems.		77.0	76.5	78.0	72.7	78.2
		7.5	6.0	7.7	9.1	7.7
		15.5	16.9	14.3	18.2	14.1
		+3.96	+3.92	+ 3.98	+3.82	+ 4.04

+ indicates mean response agreement with the statement

- indicates mean response dis-agreement with the statement

TABLE I (continued)

QUESTIONS RELATED TO FINANCIAL
BY RESPONDENT GROUPS (continued)

		Total Sample N=426	Administrators N=136	Teachers N=168	School Board N=44	Influential Laymen N=78
19. Special service units should be organized to coordinate education programs.	% Agree	78.7	84.6	77.4	63.6	79.5
	% Undecided	11.0	7.3	14.9	11.4	9.0
	% Disagree	10.3	8.1	7.7	25.0	11.5
	Mean Response	+ 4.14	+ 4.26	+4.18	+ 3.59	+ 4.15
20. Teachers in a region should all be on the same pay schedule.		63.4	63.2	66.1	68.2	55.1
		7.3	8.1	6.5	4.5	9.0
		29.3	28.7	27.4	27.3	35.9
		+ 3.60	+ 3.58	+3.71	+ 3.79	3.27

+ indicates mean response agreement with the statement
- indicates mean response dis-agreement with the statement

TABLE II

QUESTIONS RELATED TO FINANCIAL BY COUNTIES

		Fayette County N=115	Green County N=68	Washington County N=240
11. School taxes should be the same for all school systems in a geographic region.	% Agree	53.9	25.0	43.3
	% Undecided	5.2	10.3	10.0
	% Disagree	40.9	64.7	46.7
	Mean Response	3.19	- 2.35	2.96
12. Money would be better spent if smaller school systems combined into larger school systems.		50.4	52.9	56.7
		13.1	7.4	8.7
		36.5	39.7	34.6
		3.23	3.23	3.38
13. State support for education might be more effective if distributions were made on a regional basis according to a need formula.		83.5	70.6	71.6
		9.6	13.2	14.2
		6.9	16.2	14.2
		+ 4.23	+ 3.91	+ 3.93
14. State support for education should be general rather than categorical.		53.9	45.6	55.8
		13.1	13.2	15.4
		33.0	41.2	28.8
		3.34	3.10	3.40
15. The Federal Government should contribute to regional education opportunities.		80.0	66.2	78.3
		6.1	11.8	7.1
		13.9	22.0	14.6
		+ 4.10	+ 3.76	+ 4.03
16. School systems should work together in some way to provide services when it would be more effective or efficient to do it that way.		93.1	95.6	95.4
		5.2	2.9	1.3
		1.7	1.5	3.3
		+ 4.64	+ 4.72	+4.70
17. School systems should cooperate in borrowing money to build buildings.		45.2	52.9	41.7
		23.5	17.7	20.8
		31.3	29.4	37.5
		3.20	3.38	3.00
18. If feasible, school systems should cooperate in providing regional transportation systems.		80.9	82.3	73.3
		6.1	5.9	8.8
		13.0	11.8	17.9
		+ 4.11	+ 4.13	+3.82

+ indicates mean response agreement with the statement
- indicates mean response dis-agreement with the statement

TABLE II (continued)

QUESTIONS RELATED TO FINANCIAL
BY COUNTIES (continued)

		Fayette County N=115	Green County N=68	Washington County N=240
19. Special service units should be organized to coordinate education programs.	% Agree	82.6	72.1	78.8
	% Undecided	7.0	19.1	10.4
	% Disagree	10.4	8.8	10.8
	Mean Response	+4.21	+ 4.07	+ 4.12
20. Teachers in a region should all be on the same pay schedule.		67.8	58.8	62.5
		6.1	10.3	6.7
		26.1	30.9	30.8
		+3.76	3.48	+ 3.54

+ indicates mean response agreement with the statement
- indicates mean response dis-agreement with the statement

Sixty-three per cent of the school board members agreed that special service units should be organized to coordinate education programs. In contrast, eighty-four per cent of the administrators, seventy-nine per cent of the laymen, and seventy-seven per cent of the teachers were in agreement about this item.

Data Related to Research and Planning

The research and planning section of the survey instrument was designed to determine whether or not the respondents favor school systems cooperating to plan curricula, do educational research, provide for long-range planning, and generally work together to improve their educational programs.

In general, all respondents were in favor of regional cooperation concerning this function. Strong agreement was found between all respondent groups on the item concerning cooperative in-service training for teachers (agreement: administrators, ninety-two per cent; teachers, eighty-eight per cent; school board members, ninety-seven per cent; laymen, ninety-four per cent).

All respondent groups believed that school systems should cooperate with regional higher education institutions in developing long-range plans in education. Eighty-nine per cent of the laymen and eighty-six per cent of the teachers were in agreement on this item while eighty-one per cent of the school board members agreed.

Only twenty-five per cent of the teachers and twenty-six per cent of the laymen agreed that the Educational Development Center had been a satisfactory experience in regional cooperation and sharing. In contrast fifty-four per cent of the administrators believed that the Educational Development Center had been a valuable experience. All remaining groups

TABLE III

QUESTIONS RELATED TO RESEARCH AND PLANNING
BY RESPONDENT GROUPS

		Total Sample N=426	Administrators N=136	Teachers N=168	School Board N=44	Influential Laymen N=78
21. School systems should work together to develop and plan new courses for pupils.	% Agree	88.5	88.2	85.7	91.0	93.6
	% Undecided	4.9	3.7	7.7	4.5	1.3
	% Disagree	6.6	8.1	6.6	4.5	5.1
	Mean Response	+ 4.44	+ 4.42	+4.39	+ 4.50	+ 4.56
22. School systems should work together to plan and conduct in-service education programs for teachers.		92.0	92.6	88.7	97.7	94.9
		2.6	3.7	3.6	0.0	0.0
		5.4	3.7	7.7	2.3	5.1
		+ 4.60	+ 4.64	+4.51	+ 4.66	+ 4.68
23. School systems should plan and do educational research on a cooperative basis.		89.7	93.4	86.9	84.1	92.3
		5.9	2.9	8.9	9.1	2.6
		4.4	3.7	4.2	6.8	5.1
		+ 4.51	+ 4.66	+4.42	+ 4.32	+ 4.58
24. School systems should work co-operatively in giving people information about educational programs.		93.0	90.4	93.4	95.4	94.9
		4.0	4.4	4.2	2.3	3.8
		3.0	5.2	2.4	2.3	1.3
		+ 4.67	+ 4.57	+4.68	+ 4.70	+ 4.78
25. School systems should utilize a regional agency to plan and co-ordinate state and federal aid to education programs.		69.9	72.0	69.0	68.2	69.2
		14.8	11.8	17.9	9.1	16.7
		15.3	16.2	13.1	22.7	14.1
		+ 3.93	+ 3.98	+3.95	+ 3.75	+ 3.92
26. Follow-up studies of graduates would be more meaningful if co-ordinated on a regional basis looking at regional needs and opportunities.		74.9	76.5	72.6	68.2	80.8
		13.8	13.2	17.9	9.1	9.0
		11.3	10.3	9.5	22.7	10.2
		+ 4.03	+ 4.04	+4.03	+ 3.75	+ 4.17
27. Regional long-range development plans have a greater potential than local long-range plans.		56.8	56.6	53.6	54.5	65.4
		22.5	22.8	28.6	15.9	12.8
		20.7	20.6	17.8	29.6	21.8
		+3.56	+3.57	+ 3.51	3.39	+ 3.72

+ indicates mean response agreement with the statement
- indicates mean response dis-agreement with the statement

TABLE III (continued)

QUESTIONS RELATED TO RESEARCH AND PLANNING
BY RESPONDENT GROUPS (continued)

		Total Sample N=426	Administrators N=136	Teachers N=168	School Board N=44	Influential Laymen N=78
28. Districts should cooperate in both local and long-range development plans.	% Agree	86.0	84.6	85.7	84.1	89.7
	% Undecided	7.0	8.1	10.7	0.0	1.3
	% Disagree	7.0	7.3	3.6	15.9	9.0
	Mean Response	+4.33	+4.36	+ 4.30	+4.20	+ 4.40
29. School systems should cooperate with regional higher education institutions in developing long-range plans in education.		85.2	82.4	86.3	81.8	89.7
		9.2	10.3	11.3	0.0	7.7
		5.6	7.3	2.4	18.2	2.6
		+4.37	+4.32	+ 4.39	+4.00	+ 4.61
30. The Educational Development Center has been a satisfactory experience in regional cooperation and sharing.		36.2	54.4	25.0	38.6	26.9
		53.5	31.6	64.3	56.8	66.7
		10.3	14.0	10.7	4.6	6.4
		3.37	+3.60	3.18	+3.52	3.28
31. School districts should cooperate in developing various types of tests, testing procedures and test norms.		75.6	79.4	64.9	86.4	85.9
		14.1	14.0	20.2	0.0	9.0
		10.3	6.6	14.9	13.6	5.1
		+4.09	+4.21	+ 3.81	+4.27	+ 4.35

\+ indicates mean response agreement with the statement
\- indicates mean response disagreement with the statement

TABLE IV

QUESTIONS RELATED TO RESEARCH AND PLANNING
BY COUNTIES

		Fayette County N=115	Green County N=68	Washington County N=240
21. School systems should work together to develop and plan new courses for pupils.	% Agree % Undecided % Disagree Mean Response	89.6 6.9 3.5 + 4.57	83.8 10.3 5.9 +4.38	89.2 2.5 8.3 + 4.39
22. School systems should work together to plan and conduct in-service education programs for teachers.		92.2 0.9 6.9 + 4.58	83.8 8.8 7.4 +4.46	94.1 1.7 4.2 + 4.64
23. School systems should plan and do educational research on a cooperative basis.		90.4 6.1 3.5 + 4.58	88.2 4.4 7.4 +4.37	89.6 6.2 4.2 + 4.52
24. School systems should work cooperatively in giving people information about educational programs.		92.2 5.2 2.6 + 4.68	89.7 5.9 4.4 +4.57	94.2 2.9 2.9 + 4.68
25. School systems should utilize a regional agency to plan and coordinate state and federal aid to education programs.		64.4 21.7 13.9 + 3.86	80.9 7.3 11.8 +4.12	69.2 13.7 17.1 + 3.90
26. Follow-up studies of graduates would be more meaningful if coordinated on a regional basis looking at regional needs and opportunities.		76.5 12.2 11.3 + 4.03	73.5 17.7 8.8 +4.01	74.2 13.7 12.1 + 4.02
27. Regional long-range development plans have a greater potential than local long-range plans.		53.9 27.8 18.3 + 3.56	63.2 17.7 19.1 + 3.65	55.8 21.7 22.5 + 3.52
28. Districts should cooperate in both local and regional long-range development plans.		83.5 9.6 6.9 + 4.30	80.9 8.8 10.3 + 4.22	88.3 5.4 6.3 + 4.37

+ indicates mean response agreement with the statement
- indicates mean response disagreement with the statement

TABLE IV (continued)

QUESTIONS RELATED TO RESEARCH AND PLANNING
BY COUNTIES (continued)

		Fayette County N=115	Green County N=68	Washington County N=240
29. School systems should cooperate with regional higher education institutions in developing long-range plans in education.	% Agree % Undecided % Disagree Mean Response	86.1 10.4 3.5 + 4.36	86.8 7.3 5.9 + 4.46	84.1 9.2 6.7 +4.34
30. The Educational Development Center has been a satisfactory experience in regional cooperation and sharing.		43.5 49.6 6.9 + 3.59	29.4 55.9 14.7 3.18	34.6 54.6 10.8 3.32
31. School districts should cooperate in developing various types of tests, testing procedures and test norms.		82.6 7.8 9.6 + 4.23	75.0 17.6 7.4 + 4.06	72.1 16.2 11.7 +4.02

\+ indicates mean response agreement with the statement
\- indicates mean response disagreement with the statement

were undecided. No group disagreed with the statement that they had been a satisfactory experience in regional cooperation and sharing.

School board members (eighty-six per cent), laymen (eighty-five per cent) and administrators (seventy-nine per cent) were in close agreement that school districts should cooperate in developing various types of tests, testing procedures, and test norms. Sixty-five per cent of the teachers agreed with this idea.

Data Related to Special Education Functions

The items in the special education section of the survey instrument were designed to test respondents' attitudes toward regional cooperation in designing and operating cooperative programs to meet special needs of students. Questions regarding programs for the handicapped, gifted, retarded and problem child as well as questions regarding cultural enrichment programs were asked. In most cases all respondent groups strongly support regional cooperation concerning items in this function.

Ninety-three per cent of administrators and ninety-two per cent of the teachers supported the idea that school systems in a region should cooperate to provide education programs for exceptionally bright students, while eighty-seven per cent of the laymen and eighty-four per cent of the school board members agreed with this item.

All the respondent groups were undecided as to whether or not school systems in a region should exchange students for short periods of time to help people know each other better (agreement: administrators, forty-three per cent; teachers, thirty-eight per cent; school board members, thirty-eight per cent; laymen, forty-two per cent).

Eighty-five per cent of administrators and eighty per cent of teachers and laymen agreed that local school districts should provide

TABLE V

QUESTIONS RELATED TO SPECIAL EDUCATION
BY RESPONDENT GROUPS

		Total Sample N=426	Administrators N=136	Teachers N=168	School Board N=44	Influential Laymen N=78
32. School systems in a region should cooperate to provide special programs for the physically and mentally handicapped.	% Agree	96.5	96.3	95.8	97.7	97.4
	% Undecided	1.6	0.7	2.4	0.0	2.6
	% Disagree	1.9	3.0	1.8	2.3	0.0
	Mean Response	+ 4.77	+ 4.76	+4.76	+ 4.86	+ 4.77
33. School systems in a region should cooperate to provide vocational and technical education programs.		97.4	97.1	97.6	97.7	97.4
		0.5	0.7	0.6	0.0	0.0
		2.1	2.2	1.8	2.3	2.6
		+ 4.84	+ 4.87	+4.85	+ 4.82	+ 4.76
34. School systems in a region should cooperate to provide adult education programs.		90.1	91.2	87.5	93.2	92.3
		3.5	4.4	4.2	0.0	2.6
		6.4	4.4	8.3	6.8	5.1
		+ 4.51	+ 4.60	+4.41	+ 4.52	+ 4.54
35. School systems in a region should cooperate to provide summer school programs for students.		84.5	87.5	81.5	79.5	88.5
		4.9	2.9	6.0	11.4	2.5
		10.6	9.6	12.5	9.1	9.0
		+ 4.35	+ 4.39	+4.29	+ 4.23	+ 4.45
36. School systems in a region should cooperate to provide cultural enrichment programs.		87.1	85.3	90.5	86.4	83.3
		5.9	5.9	5.3	2.3	9.0
		7.0	8.8	4.2	11.3	7.7
		+ 4.42	+ 4.43	+4.51	+ 4.29	+ 4.28
37. School systems in a region should cooperate to provide education programs for exceptionally bright students.		90.8	93.4	92.2	84.1	87.2
		3.8	2.9	5.4	2.3	2.5
		5.4	3.7	2.4	13.6	10.3
		+ 4.59	+ 4.67	+4.67	+ 4.34	+ 4.41
38. School systems should work together to run schools for students who would like to learn a trade.		93.2	95.6	92.3	93.2	91.0
		4.2	1.5	6.5	6.8	2.6
		2.6	2.9	1.2	0.0	6.4
		+4.67	+ 4.73	+ 4.65	+4.75	+ 4.54
39. School systems in a region should exchange students for short periods of time to help people know each other better.		40.8	43.4	38.7	38.6	42.3
		25.4	25.7	28.0	27.3	18.0
		33.8	30.9	33.3	34.1	39.7
		3.03	3.09	3.01	2.98	2.97

TABLE V (continued)

QUESTIONS RELATED TO SPECIAL EDUCATION
BY RESPONDENT GROUPS (continued)

		Total Sample N=426	Administrators N=136	Teachers N=168	School Board N=44	Influential Laymen N=78
40. Local school districts should provide special programs for physically disadvantaged students.	% Agree	81.7	83.1	82.1	75.0	82.1
	% Undecided	7.5	8.8	7.2	6.8	6.4
	% Disagree	10.8	8.1	10.7	18.2	11.5
	Mean Response	+4.23	+4.39	+ 4.17	+4.00	+ 4.20
41. Local school districts should provide special programs for the mentally handicapped student.		81.2	85.2	80.4	72.7	80.8
		7.0	7.4	7.7	4.6	6.4
		11.8	7.4	11.9	22.7	12.8
		+4.22	+4.39	+4.19	+3.79	+ 4.22
42. School systems in a region should cooperate in providing cultural enrichment programs for students.		88.0	86.8	91.1	86.4	84.6
		7.5	7.3	7.7	4.5	9.0
		4.5	5.9	1.2	9.1	6.4
		+4.45	+4.46	+4.54	+4.27	+ 4.32
43. School systems should cooperate to provide pre-school programs such as Project Head Start.		66.2	68.4	64.3	72.7	62.8
		11.0	9.5	13.7	6.8	10.3
		22.8	22.1	22.0	20.5	26.9
		+3.72	+3.87	+3.67	+3.89	3.49
44. School systems in a region should cooperate to provide educational programs beyond high school.		67.1	72.8	63.7	68.2	64.1
		11.3	9.6	16.1	6.8	6.4
		21.6	17.6	20.2	25.0	29.5
		+3.77	+ 3.98	+ 3.72	+3.75	+ 3.53
45. School systems in a region should cooperate to make it possible for children to learn more about concerts, plays and art.		82.6	83.1	83.3	84.1	79.5
		8.5	5.9	11.9	2.3	9.0
		8.9	11.0	4.8	13.6	11.5
		+4.27	+4.29	+4.34	+4.11	+ 4.15
46. School systems should work together to provide special programs for students who have special talents in music.		81.2	84.6	76.8	88.6	80.8
		8.5	6.6	11.9	4.6	6.4
		10.3	8.8	11.3	6.8	12.8
		+4.18	+4.32	+ 4.07	+4.34	+ 4.10

\+ indicates mean response agreement with the statement
\- indicates mean response disagreement with the statement

TABLE V (continued)

QUESTIONS RELATED TO SPECIAL EDUCATION
BY RESPONDENT GROUPS (continued)

		Total Sample N=426	Administrators N=136	Teachers N=168	School Board N=44	Influential Laymen N=78
47. School systems should cooperate in providing special programs in driver and safety education.	% Agree	78.9	72.1	79.8	81.8	87.2
	% Undecided	6.1	8.1	7.1	4.6	1.3
	% Disagree	15.0	19.8	13.1	13.6	11.5
	Mean Response	+ 4.12	+ 3.93	+ 4.18	+ 4.09	+ 4.33
48. School systems should work together to provide programs in sex education.		59.9	61.8	61.3	56.8	55.1
		17.6	14.7	21.4	13.6	16.7
		22.5	23.5	17.3	29.6	28.2
		+ 3.60	+ 3.60	+ 3.73	3.43	3.40
49. School systems should work together to provide special programs concerning the use of narcotics, alcohol and tobacco.		86.4	81.6	87.5	90.9	89.7
		4.5	5.9	4.8	2.3	2.6
		9.1	12.5	7.7	6.8	7.7
		+ 4.40	+ 4.27	+ 4.46	+ 4.41	+ 4.49

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\- indicates mean response disagreement with the statement

TABLE VI

QUESTIONS RELATED TO SPECIAL EDUCATION
BY COUNTIES

		Fayette County N=115	Green County N=68	Washington County N=240
32. School systems in a region should cooperate to provide special programs for the physically and mentally handicapped.	% Agree % Undecided % Disagree Mean Response	95.7 1.7 2.6 + 4.72	92.6 1.5 5.9 + 4.63	97.9 1.7 0.4 +4.83
33. School systems in a region should cooperate to provide vocational and technical education programs.		96.5 0.0 3.5 + 4.77	92.6 1.5 5.9 + 4.68	99.2 0.4 0.4 + 4.91
34. School systems in a region should cooperate to provide adult education programs.		90.4 0.9 8.7 + 4.52	83.8 7.4 8.8 + 4.32	91.7 3.7 4.6 +4.55
35. School systems in a region should cooperate to provide summer school programs for students.		85.2 1.7 13.1 + 4.29	75.0 13.2 11.8 + 4.10	86.6 4.2 9.2 + 4.42
36. School systems in a region should cooperate to provide cultural enrichment programs.		87.8 4.4 7.8 + 4.46	79.4 8.8 11.8 + 4.21	88.8 5.8 5.4 + 4.45
37. School systems in a region should cooperate to provide education programs for exceptionally bright students.		91.2 4.4 4.4 + 4.64	91.2 5.9 2.9 + 4.65	90.4 2.9 6.7 + 4.54
38. School systems should work together to run schools for students who would like to learn a trade.		93.9 3.5 2.6 + 4.66	89.7 5.9 4.4 + 4.50	93.7 4.2 2.1 + 4.72

\+ indicates mean response agreement with the statement
\- indicates mean response disagreement with the statement

TABLE VI (continued)

QUESTIONS RELATED TO SPECIAL EDUCATION
BY COUNTIES (continued)

		Fayette County N=115	Green County N=68	Washington County N=240
39. School systems in a region should exchange students for short periods of time to help people know each other better.	% Agree % Undecided % Disagree Mean Response	40.9 24.3 34.8 3.04	44.1 30.9 25.0 3.31	40.0 23.8 36.2 2.93
40. Local school districts should provide special programs for physically disadvantaged students.		85.2 8.7 6.1 + 4.39	83.8 5.9 10.3 + 4.19	80.0 7.5 12.5 +4.18
41. Local school districts should provide special programs for the mentally handicapped student.		80.9 8.7 10.4 + 4.24	82.4 8.8 8.8 + 4.28	81.7 5.8 12.5 +4.21
42. School systems in a region should cooperate in providing cultural enrichment programs for students.		86.9 9.6 3.5 + 4.49	80.9 10.3 8.8 + 4.21	90.4 5.8 3.8 + 4.49
43. School systems should cooperate to provide pre-school programs such as Project Head Start.		73.9 8.7 17.4 + 3.92	60.3 14.7 25.0 + 3.60	63.8 11.2 25.0 + 3.65
44. School systems in a region should cooperate to provide educational programs beyond high school.		65.2 12.2 22.6 + 3.68	60.3 14.7 25.0 + 3.57	69.6 10.0 20.4 +3.85
45. School systems in a region should cooperate to make it possible for children to learn more about concerts, plays and art.		84.4 8.7 6.9 + 4.33	83.8 2.9 13.3 + 4.25	82.1 9.2 8.7 + 4.25

\+ indicates mean response agreement with the statement
\- indicates mean response disagreement with the statement

TABLE VI (continued)

QUESTIONS RELATED TO SPECIAL EDUCATION
BY COUNTIES (continued)

		Fayette County N=115	Green County N=68	Washington County N=240
46. School systems should work together to provide special programs for students who have special talents in music.	% Agree % Undecided % Disagree Mean Response	82.6 11.3 6.1 + 4.33	79.4 5.9 14.7 + 4.09	81.2 7.5 11.3 + 4.14
47. School systems should cooperate in providing special programs in driver and safety education.		80.9 6.9 12.2 + 4.23	76.5 4.4 19.1 + 3.98	78.3 6.3 15.4 +4.10
48. School systems should work together to provide programs in sex education.		53.9 24.4 21.7 + 3.52	64.6 17.7 17.7 + 3.73	61.2 14.2 24.6 + 3.59
49. School systems should work together to provide special programs concerning the use of narcotics, alcohol and tobacco.		89.6 3.5 6.9 + 4.43	86.8 4.4 8.8 + 4.41	84.6 5.0 10.4 + 4.37

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special programs for mentally handicapped students. Seventy-two per cent of school board members supported this idea.

Items forty-five through forty-nine asked questions concerning regional cooperation in developing cultural and social enrichment programs. Although no significant differences were found among respondent groups for any one question, it is interesting to note that all groups were less in favor of sex education programs being cooperatively provided than any of the other programs asked about.

Fifty-nine per cent of the total population agreed that school systems should work together to provide programs in sex education while eighty-six per cent of the population thought that special programs concerning the use of narcotics, alcohol and tobacco should be cooperatively planned.

All counties surveyed were in strong agreement that school systems in a region should cooperate to provide special programs for the physically and mentally handicapped as well as vocational and technical programs (items 32 and 33). In Washington County ninety-eight per cent of the respondents were in favor of cooperative programs for the physically and mentally handicapped as were ninety-two per cent of Greene County respondents. Concerning cooperation for vocational and technical education programs, ninety-nine per cent of Washington County respondents and ninety-six per cent of Fayette County respondents were in agreement as were ninety-two per cent of respondents in Greene County.

Respondents in Washington County were only slightly more in favor of school systems in a region cooperating to provide cultural enrichment programs for students than the other two counties. Ninety per cent of the Washington County respondents, eighty-six per cent of Fayette County

respondents and eighty per cent of Greene County respondents were in favor of such cooperation.

Data Related to Centralized Service Functions

The items in this section were designed to evaluate respondents' support of school district cooperation in sharing services. The areas of regional cooperation discussed in this section range from cooperative library services to the idea that all schools in the region should combine into one school system. By far, this section of the survey instrument elicited the greatest range of diversity among respondent groups concerning types of agreeable cooperative ventures.

All of the respondent groups strongly disagreed (nineteen per cent of total sample) with the idea that all schools in the region should combine into one school system (agreement: administrators, twenty-two per cent; teachers, sixteen per cent; school board members, fifteen per cent; laymen, twenty-three per cent).

Eighty per cent of administrators believed that school systems in the region should share the cost of hiring persons with expertise to help teachers, while sixty per cent of the teachers, sixty-one per cent of the administrators, and sixty-nine per cent of the laymen agreed with this item.

Laymen strongly agreed (eighty per cent) that all school systems should use the same method of report card grading. In contrast to this fifty-one per cent of administrators and sixty-four per cent of the teachers agreed with this item.

Laymen agreed more than teachers that school systems should cooperate to buy things in large quantities when they could save money. However, all respondents were in fairly strong agreement that school

systems should cooperate to buy items when money can be saved (item 51); no one of the respondent groups believed that a central storage and warehouse should be provided for the stocking and handling of such items (item 54).

Administrators were in stronger agreement than either teachers or laymen that a computer and data processing system should be set up to serve all schools in the region (agreement: eighty per cent, sixty-seven per cent, and fifty-nine per cent respectively).

Eighty-one per cent of school board members and sixty-nine per cent of administrators agreed that school systems should cooperate in areas such as tax collection and legal services. In contrast fifty-six per cent of teachers and sixty-six per cent of laymen agreed with this item.

Administrators were more in agreement that public school systems should cooperate with private and parochial schools to provide special facilities for students than any of the other respondent groups. Fifty-five per cent of the administrators agreed as compared with forty per cent of the teachers, thirty-five per cent of laymen, and only twenty-five per cent of school board members. Some stronger, although not significantly greater, support was found among all respondent groups in response to the cooperation of public school systems with private and parochial schools in providing special programs for students (agreement: administrators, fifty-eight per cent; teachers, forty-one per cent; school board members, thirty-four per cent; and laymen, thirty-eight per cent).

While sixty per cent of administrators and fifty-two per cent of school board members found the Regional Instructional Materials Center to be a satisfactory experience in regional sharing, thirty-three per cent of the teachers and twenty-eight per cent of the laymen were in agreement.

TABLE VII

QUESTIONS RELATED TO CENTRALIZED SERVICES
BY RESPONDENT GROUPS

		Total Sample N=426	Administrators N=136	Teachers N=168	School Board N=44	Influential Laymen N=78
50. A school library service to serve all of the schools of the region should be started.	% Agree	52.4	52.9	52.4	36.4	60.3
	% Undecided	14.3	14.7	13.1	22.7	11.5
	% Disagree	33.3	32.4	34.5	40.9	28.2
	Mean Response	3.32	3.29	3.32	2.89	+ 3.59
51. School systems should cooperate to buy things in large quantities when they can save money by doing this.		84.0 5.0 11.0 +4.31	83.1 4.4 12.5 +4.23	79.2 7.1 13.7 +4.17	88.6 4.6 6.8 +4.50	93.6 1.3 5.1 +4.61
52. School systems in the region should share the costs of hiring persons with expertise to help teachers become more skilled in the way they teach.		68.3 12.0 19.7 +3.81	80.1 5.9 14.0 +4.11	60.1 19.1 20.8 +3.64	61.4 11.3 27.3 +3.54	69.2 7.7 23.1 +3.78
53. All school systems should use the same way of grading pupils on their report cards.		63.6 15.0 21.4 +3.74	51.5 16.2 32.3 3.27	64.3 16.1 19.6 +3.78	68.2 18.2 13.6 +4.04	80.8 9.0 10.2 3.28
54. There should be a central storage and warehouse where all schools in the region could stock and receive their books, desks, chairs, and other supplies.		39.2 20.0 40.8 2.94	36.8 18.4 44.8 2.82	33.9 24.4 41.7 2.82	43.2 11.4 45.4 3.00	52.5 18.0 29.5 3.36
55. A regional school agency should be formed to provide all services which it can offer more cheaply and more efficiently, provided local school systems can voluntarily participate in its services.		72.1 13.8 14.1 +3.91	71.3 13.2 15.5 +3.90	69.0 17.3 13.7 +3.84	77.3 9.1 13.6 +3.96	76.9 10.3 12.8 +4.08
56. All schools in the region should combine into one school system.		19.5 16.7 63.8 -2.14	22.1 20.6 57.3 -2.34	16.7 14.9 68.4 -2.00	15.9 11.4 72.7 -1.84	23.1 16.7 60.2 -2.26

\+ indicates mean response agreement with the statement
\- indicates mean response disagreement with the statement

TABLE VII (continued)

QUESTIONS RELATED TO CENTRALIZED SERVICES
BY RESPONDENT GROUPS (continued)

		Total Sample N=426	Administrators N=136	Teachers N=168	School Board N=44	Influential Laymen N=78
57. A computer and data processing system should be set up to serve all the schools of the region.	% Agree	71.4	80.8	67.9	77.3	59.0
	% Undecided	14.1	9.6	17.2	6.8	19.2
	% Disagree	14.5	9.6	14.9	15.9	21.8
	Mean Response	+ 3.98	+ 4.32	+ 3.86	+ 4.02	+ 3.62
58. School systems in a region should cooperate in areas such as tax collection and legal services.		64.8	69.1	56.0	81.8	66.7
		15.3	11.8	21.4	9.1	11.5
		19.9	19.1	22.6	9.1	21.8
		+ 3.76	+ 3.92	+ 3.51	+4.20	+3.74
59. Public school systems should cooperate with private and parochial schools to provide special facilities for students.		43.0	55.9	40.5	25.0	35.9
		13.1	14.0	13.7	13.6	10.3
		43.9	30.1	45.8	61.4	53.8
		2.91	3.39	2.81	- 2.27	2.61
60. Public school systems should cooperate with private and parochial schools to provide special programs for students.		45.5	58.1	41.7	34.1	38.4
		12.7	14.0	13.1	11.4	10.3
		41.8	27.9	45.2	54.5	51.3
		3.00	3.48	2.88	2.57	2.67
61. Regional administration of special education programs might prove more effective than local administration.		53.3	54.4	53.0	43.2	57.7
		21.6	19.9	23.2	22.7	20.5
		25.1	25.7	23.8	34.1	21.8
		3.37	3.37	3.40	3.00	3.50
62. The Regional Instructional Materials Center has been a satisfactory experience in regional sharing.		43.2	60.3	33.9	52.3	28.2
		39.9	25.0	41.1	40.9	62.8
		16.9	14.7	25.0	6.8	9.0
		3.36	+ 3.66	3.06	+ 3.68	3.29
63. School systems in a region should cooperate in providing psychiatric services for students.		83.3	93.4	81.6	88.6	66.7
		6.6	2.9	7.7	2.3	12.8
		10.1	3.7	10.7	9.1	20.5
		+ 4.28	+ 4.57	+4.26	+ 4.36	+ 3.74
64. School systems in a region should cooperate with recreation systems in sharing facilities, personnel and programs.		70.2	71.3	69.1	68.2	71.8
		12.0	11.0	11.3	18.2	11.5
		17.8	17.7	19.6	13.6	16.7
		+3.85	+3.87	+3.80	+3.89	+3.87

\+ indicates mean response agreement with the statement

\- indicates mean response disagreement with the statement

TABLE VII (continued)

QUESTIONS RELATED TO CENTRALIZED SERVICES
BY RESPONDENT GROUPS (continued)

		Total Sample N=426	Administrators N=136	Teachers N=168	School Board N=44	Influential Laymen N=78
65. School systems should cooperate with other children's agencies in the region, i.e., 4H Clubs, Scouts, YMCA and YWCA, etc. in providing facilities and programs.	% Agree % Undecided % Disagree Mean Response	79.6 8.4 12.0 +4.12	81.6 11.0 7.4 +4.25	78.6 7.7 13.7 + 4.05	77.3 2.3 20.4 +3.84	79.5 9.0 11.5 +4.19
66. School systems should cooperate regionally to provide programs for elderly citizens.		63.1 14.6 22.3 + 3.66	63.2 15.5 21.3 + 3.65	63.7 14.3 22.0 + 3.67	68.2 15.9 15.9 + 3.89	59.0 12.8 28.2 + 3.55
67. School systems should utilize regional instructional materials and curriculum centers.		86.4 7.5 6.1 + 4.39	91.2 3.7 5.1 + 4.54	86.3 7.1 6.6 + 4.37	81.8 6.8 11.4 + 4.20	80.8 15.4 3.8 +4.23
68. There should be a regional plan to develop student teaching programs with teacher education institutions.		79.6 10.6 9.8 + 4.20	84.6 7.3 8.1 +4.34	78.0 11.7 10.7 + 4.17	68.2 15.9 15.9 + 3.93	80.8 11.5 7.7 + 4.19
69. School districts should cooperate in providing a center to service and maintain A-V equipment and material.		76.3 13.1 10.6 + 4.19	85.3 5.9 8.8 + 4.38	75.0 11.9 13.1 + 4.14	70.5 22.7 6.8 + 4.14	66.7 23.1 10.2 + 4.00
70. School districts should cooperate in regional networks for instructional television.		79.8 12.4 7.8 + 4.27	84.6 8.8 6.6 + 4.42	77.4 14.9 7.7 + 4.25	81.8 6.8 11.4 + 4.18	75.6 16.7 7.7 + 4.08

\+ indicates mean response agreement with the statement
\- indicates mean response disagreement with the statement

TABLE VIII

QUESTIONS RELATED TO CENTRALIZED SERVICES
BY COUNTIES

		Fayette County N=115	Green County N=68	Washington County N=240
50. A school library service to serve all of the schools of the region should be started.	% Agree % Undecided % Disagree Mean Response	59.1 8.7 32.2 3.41	53.0 23.5 23.5 + 3.51	48.7 14.2 37.1 3.20
51. School systems should cooperate to buy things in large quantities when they can save money by doing this.		84.4 1.7 13.9 + 4.25	91.2 4.4 4.4 + 4.56	81.6 6.7 11.7 + 4.25
52. School systems in the region should share the costs of hiring persons with expertise to help teachers become more skilled in the way they teach.		69.6 10.4 20.0 + 3.78	63.2 20.6 16.2 + 3.87	68.8 10.4 20.8 + 3.78
53. All school systems should use the same way of grading pupils on their report cards.		60.9 16.5 22.6 + 3.66	63.2 16.2 20.6 + 3.76	65.0 13.8 21.2 + 3.76
54. There should be a central storage and warehouse where all schools in the region could stock and receive their books, desks, chairs and other supplies.		41.7 20.0 38.3 3.03	36.8 25.0 38.2 2.98	39.2 17.5 43.3 2.87
55. A regional school agency should be formed to provide all services which it can offer more cheaply and more efficiently, provided local school systems can voluntarily participate in its services.		68.6 15.7 15.7 + 3.82	75.0 10.3 14.7 + 3.96	72.9 13.8 13.3 + 3.95
56. All schools in the region should combine into one school system.		19.1 19.1 61.8 - 2.16	25.0 20.6 54.4 - 2.47	17.5 14.2 68.3 -2.01

\+ indicates mean response agreement with the statement
\- indicates mean response disagreement with the statement

TABLE VIII (continued)

QUESTIONS RELATED TO CENTRALIZED SERVICES
BY COUNTIES (continued)

		Fayette County N=115	Green County N=68	Washington County N=240
57. A computer and data processing system should be set up to serve all the schools of the region.	% Agree % Undecided % Disagree Mean Response	75.7 11.3 13.0 + 4.07	69.1 17.7 13.2 + 3.87	70.0 14.2 15.8 + 3.96
58. School systems in a region should cooperate in areas such as tax collection and legal services.		72.2 12.2 15.6 + 3.97	63.2 11.8 25.0 + 3.59	61.3 17.9 20.8 + 3.68
59. Public school systems should cooperate with private and parochial schools to provide special facilities for students.		52.2 12.2 35.6 3.23	33.8 10.3 55.9 - 2.47	41.2 14.2 44.6 2.87
60. Public school systems should cooperate with private and parochial schools to provide special programs for students.		53.9 10.4 35.7 3.29	36.8 11.8 51.4 2.54	44.2 13.7 42.1 3.00
61. Regional administration of special education programs might prove more effective than local administration.		44.3 27.0 28.7 3.17	57.4 14.7 27.9 3.46	55.8 21.3 22.9 3.42
62. The Regional Instructional Materials Center has been a satisfactory experience in regional sharing.		49.6 33.0 17.4 3.41	45.6 33.8 20.6 3.37	39.6 45.0 15.4 3.34
63. School systems in a region should cooperate in providing psychiatric services for students.		88.7 5.2 6.1 + 4.39	75.0 8.8 16.2 +4.00	83.3 6.7 10.0 + 4.30
64. School systems in a region should cooperate with recreation systems in sharing facilities, personnel and programs.		73.0 9.6 17.4 + 3.88	67.6 10.3 22.1 + 3.69	69.2 13.7 17.1 + 3.86

\+ indicates mean response agreement with the statement

\- indicates mean response disagreement with the statement

TABLE VIII (continued)

QUESTIONS RELATED TO CENTRALIZED SERVICES
BY COUNTIES (continued)

		Fayette County N=115	Green County N=68	Washington County N=240
65. School systems should cooperate with other children's agencies in the region, i.e., 4H Clubs, Scouts, YMCA and YWCA, etc. in providing facilities and programs.	% Agree % Undecided % Disagree Mean Response	83.5 6.1 10.4 + 4.23	80.9 7.3 11.8 + 4.18	77.1 10.0 12.9 +4.04
66. School systems should cooperate regionally to provide programs for elderly citizens.		61.7 15.7 22.6 + 3.61	54.4 16.2 29.4 3.35	66.2 13.8 20.0 + 3.78
67. School systems should utilize regional instructional materials and curriculum centers.		89.6 6.1 4.3 + 4.48	88.2 5.9 5.9 + 4.32	84.6 8.3 7.1 + 4.36
68. There should be a regional plan to develop student teaching programs with teacher education institutions.		84.3 9.6 6.1 + 4.34	76.5 10.3 13.2 + 4.01	77.9 11.3 10.8 + 4.18
69. School districts should cooperate in providing a center to service and maintain A-V equipment and material.		82.6 7.8 9.6 + 4.32	70.6 16.2 13.2 + 4.06	75.0 14.6 10.4 + 4.17
70. School districts should cooperate in regional networks for instructional television.		82.6 9.6 7.8 + 4.30	79.4 13.2 7.4 +4.28	78.3 13.8 7.9 + 4.23

\+ indicates mean response agreement with the statement
\- indicates mean response disagreement with the statement

Administrators (ninety-three per cent), teachers (eighty-one per cent), and school board members (eighty-eight per cent) agreed that co-operative psychiatric services should be provided for students by school systems. Sixty-six per cent of the laymen agreed with this view.

Data Related to Human Relations Functions

School system cooperation in bringing about equal educational opportunity and racial integration is the subject of the last section of the survey instrument.

All respondent groups (ninety-seven per cent of total sample) believe that all children in the region, no matter which school they attend, ought to have the same quality of education available to them. Only half of the respondents (fifty-seven per cent of the total sample), however, believe that in the region all children have the same quality of education available to them.

Administrators agreed more strongly than teachers and laymen that all schools should make sure that the curriculum reflects the needs of special groups of children including minority groups (agreement: administrators, eighty-one per cent; teachers and laymen, sixty-nine per cent).

Eighty-two per cent of administrators as well as teachers believed that school children should visit the inner city to become aware of its problems. Seventy per cent of the school board members agreed.

Although no one of the respondent groups was in strong agreement that disadvantaged students should receive a greater amount of educational resources, laymen (sixty-one per cent), school board members (fifty-nine per cent), and administrators (fifty-three per cent) agreed more than teachers (forty-four per cent).

TABLE IX

QUESTIONS RELATED TO HUMAN RELATIONS
BY RESPONDENT GROUPS

		Total Sample N=426	Administrators N=136	Teachers N=168	School Board N=44	Influential Laymen N=78
71. In our school all children have equal educational opportunities.	% Agree	76.3	77.9	75.0	84.1	71.8
	% Undecided	3.0	4.4	3.0	0.0	2.6
	% Disagree	20.7	17.7	22.0	15.9	25.6
	Mean Response	+4.07	+ 4.14	+ 4.01	+ 4.32	+ 3.91
72. In our region all children have the same quality of education available to them.		57.0	56.6	55.4	65.9	56.4
		6.6	8.1	6.5	2.3	6.4
		36.4	35.3	38.1	31.8	37.2
		3.41	3.40	3.34	+ 3.68	3.45
73. Large school units have a better opportunity to guarantee equal educational opportunity to all students.		42.5	47.8	38.7	36.4	44.9
		16.2	16.2	19.6	11.4	11.5
		41.3	36.0	41.7	52.2	43.6
		3.04	3.21	3.00	2.75	2.99
74. All children in the region, no matter which school they attend, ought to have the same quality of education available to them.		97.2	97.1	98.2	95.4	96.1
		1.2	0.7	1.2	2.3	1.3
		1.6	2.2	0.6	2.3	2.6
		+ 4.87	+ 4.84	+ 4.92	+ 4.82	+4.83
75. All schools should make sure that the curriculum reflects the needs of special groups of children including special studies for minority groups.		73.5	81.6	69.6	70.5	69.2
		5.9	6.6	6.6	6.8	2.6
		20.6	11.8	23.8	22.7	28.2
		+3.89	+ 4.17	+ 3.81	+ 3.75	+3.65
76. Physically and mentally disadvantaged students should have both a regular curriculum and special studies available to them.		87.3	92.6	83.3	86.4	87.2
		5.6	3.7	9.5	0.0	3.8
		7.1	3.7	7.2	13.6	9.0
		+4.44	+ 4.62	+ 4.33	+ 4.34	+4.44
77. As part of their educational experiences, suburban and rural high school students should study and visit the inner-city to become aware of its problems.		79.8	82.4	82.7	70.5	74.4
		10.1	10.3	9.5	15.9	7.7
		10.1	7.3	7.8	13.6	17.9
		+4.12	+4.23	+ 4.21	+3.89	+ 3.86
78. School systems should cooperate to bring about integration.		68.3	74.3	63.1	63.6	71.8
		15.5	14.0	20.8	9.1	10.3
		16.2	11.7	16.1	27.3	17.9
		+ 3.89	+ 4.10	+ 3.78	+ 3.61	+ 3.92

+ indicates mean response agreement with the statement
- indicates mean response disagreement with the statement

TABLE IX (continued)

QUESTIONS RELATED TO HUMAN RELATIONS
BY RESPONDENT GROUPS (continued)

		Total Sample N=426	Administrators N=136	Teachers N=168	School Board N=44	Influential Laymen N=78
79. Disadvantaged students should receive a greater amount of educational resources.	% Agree	52.1	53.7	44.6	59.0	61.5
	% Undecided	18.1	16.9	21.4	20.5	11.5
	% Disagree	29.8	29.4	33.9	20.5	27.0
	Mean Response	3.30	3.40	3.08	+ 3.57	3.47
80. Children who live in rural areas have fewer advantages than those who live in cities.		33.6	31.6	34.5	40.9	30.8
		17.8	21.3	17.9	9.1	16.7
		48.6	47.1	47.6	50.0	52.5
		2.74	2.73	2.73	2.95	2.65
81. Regional programs could best provide the equal education opportunity guaranteed to each student.		48.8	50.0	47.0	45.5	52.5
		29.1	28.7	33.9	20.5	24.4
		22.1	21.3	19.1	34.0	23.1
		3.40	3.40	3.46	3.07	3.44
82. All children, regardless of race or creed should be permitted to attend special schools or take part in special programs regardless of where they live.		79.8	79.4	79.2	84.1	79.5
		9.6	8.1	10.7	11.4	9.0
		10.6	12.5	10.1	4.5	11.5
		+ 4.24	+ 4.22	+ 4.24	+ 4.41	+ 4.18
83. Generally speaking, Negroes have poorer educational opportunities than whites.		39.4	43.4	36.3	31.8	43.6
		11.3	11.0	13.1	11.4	7.7
		49.3	45.6	50.6	56.8	48.7
		2.73	2.87	2.65	- 2.43	2.79
84. Integration in the schools is good social policy in the long run.		73.5	78.7	69.0	70.5	75.6
		13.4	13.2	17.3	9.0	7.7
		13.1	8.1	13.7	20.5	16.7
		+ 3.97	+ 4.20	+ 3.83	+ 3.79	+ 3.97
85. Public school systems should cooperate with private and parochial school systems to provide equal educational opportunities.		52.8	66.2	50.0	31.8	47.5
		12.0	7.3	14.3	18.2	11.5
		35.2	26.5	35.7	50.0	41.0
		3.28	+ 3.67	3.24	2.70	3.01

+ indicates mean response agreement with the statement
- indicates mean response disagreement with the statement

TABLE X

QUESTIONS RELATED TO HUMAN RELATIONS
BY COUNTIES

		Fayette County N=115	Green County N=68	Washington County N=240
71. In our school all children have equal educational opportunities.	% Agree	78.2	64.7	78.7
	% Undecided	0.9	1.5	4.2
	% Disagree	20.9	33.8	17.1
	Mean Response	+ 4.10	+ 3.66	+ 4.16
72. In our region all children have the same quality of education available to them.		59.1 7.0 33.9 3.46	57.3 5.9 36.8 3.38	56.2 6.7 37.1 3.42
73. Large school units have a better opportunity to guarantee equal educational opportunity to all students.		38.3 20.0 41.7 2.97	52.9 11.8 35.3 3.24	40.8 15.8 43.4 3.00
74. All children in the region, no matter which school they attend, ought to have the same quality of education available to them.		98.2 0.9 0.9 + 4.90	95.6 0.0 4.4 + 4.75	97.1 1.7 1.2 +4.88
75. All schools should make sure that the curriculum reflects the needs of special groups of children including special studies for minority groups.		80.0 3.5 16.5 + 4.10	75.0 5.9 19.1 + 3.96	70.4 6.3 23.3 +3.77
76. Physically and mentally disadvantaged students should have both a regular curriculum and special studies available to them.		84.3 6.1 9.6 + 4.39	80.9 5.9 13.2 + 4.19	90.4 5.4 4.2 +4.54
77. As part of their educational experiences, suburban and rural high school students should study and visit the inner-city to become aware of its problems.		80.9 8.7 10.4 + 4.14	75.0 11.8 13.2 + 4.03	80.4 10.4 9.2 +4.13
78. School systems should cooperate to bring about integration.		73.1 16.5 10.4 + 4.07	69.1 13.2 17.7 + 3.91	65.4 15.8 18.8 +3.79

+ indicates mean response agreement with the statement
- indicates mean response disagreement with the statement

TABLE X (continued)

QUESTIONS RELATED TO HUMAN RELATIONS
BY COUNTIES (continued)

		Fayette County N=115	Green County N=68	Washington County N=240
79. Disadvantaged students should receive a greater amount of educational resources.	% Agree	49.6	52.9	52.5
	% Undecided	22.6	10.3	18.3
	% Disagree	27.8	36.8	29.2
	Mean Response	3.27	3.19	3.34
80. Children who live in rural areas have fewer advantages than those who live in cities.		37.4	26.5	33.8
		17.4	17.6	17.4
		45.2	55.9	48.8
		2.83	2.62	2.72
81. Regional programs could best provide the equal education opportunity guaranteed to each student.		51.3	50.0	46.7
		27.8	30.9	29.6
		20.9	19.1	23.7
		3.45	3.43	3.35
82. All children, regardless of race or creed should be permitted to attend special schools or take part in special programs regardless of where they live.		77.4	76.4	82.1
		9.6	11.8	8.7
		13.0	11.8	9.2
		+ 4.14	+ 4.16	+ 4.31
83. Generally speaking, Negroes have poorer educational opportunities than whites.		32.2	61.8	36.3
		10.4	13.2	11.3
		57.4	25.0	52.4
		2.42	+ 3.50	2.65
84. Integration in the schools is good social policy in the long run.		80.0	70.6	70.8
		11.3	14.7	14.2
		8.7	14.7	15.0
		+ 4.14	+ 3.93	+ 3.90
85. Public school systems should cooperate with private and parochial school systems to provide equal educational opportunities.		60.0	48.5	50.8
		9.6	10.3	13.3
		30.4	41.2	35.9
		+ 3.50	3.09	3.23

+ indicates mean response agreement with the statement
- indicates mean response disagreement with the statement

All respondent groups were undecided as to whether or not regional programs could best provide the equal educational opportunity guaranteed to each student. Administrators were more in agreement than teachers that integration in schools was a good social policy (agreement: seventy-eight per cent and sixty-nine per cent respectively).

Sixty-six per cent of administrators also believed that public school systems should cooperate with private and parochial school systems to provide equal educational opportunities while only fifty per cent of teachers, forty-seven per cent of laymen, and thirty-one per cent of school board members agreed with this item.

When the respondents were grouped by counties, significant differences were found for three items in this section. Seventy-eight per cent of the respondents in both Fayette and Washington Counties agreed that in their schools all children have equal educational opportunities. Sixty-four per cent of the respondents in Greene County agreed with this item. Washington County respondents were more in favor of special studies and a regular curriculum for physically and mentally disadvantaged students than respondents in Greene and Fayette County.

Sixty-one per cent of the respondents in Greene County agreed that Negroes have poorer educational opportunities than whites. In contrast, however, only thirty-six per cent of the respondents in Washington County and thirty-two per cent of the respondents in Fayette County agreed.

SUMMARY

The central focus of this study was to assess attitudes towards regional cooperation in education of selective responding groups including school administrators, teachers, school board members and influential laymen. The study was limited to all the public school districts in three counties of the Commonwealth of Pennsylvania, namely, Fayette, Greene, and Washington counties.

In analyzing the data one has to look at each of the items included on the questionnaire instrument and make decisions relative to that specific question. The range of questions was great and it is difficult to draw generalizations treating the body of data as a "whole." However, the survey instrument was structured to solicit responses from five broadly defined areas: Financial, Research and Planning, Special Education, Centralized Services, and Human Relations.

The preferences of the responses in these areas of regional cooperation can best be analyzed by ranking the five broad areas around which survey instruments were structured. The percentage of total sample mean responses of agreement [mean response of 3.50 or higher] in each area ranks these areas in order of preference as: Special Education 94%, Research and Planning 91%, Centralized Services 67%, Financial 60%, and Human Relations 53%. Although a majority of the responses favor regional cooperation in each of the five areas, there is an evident spread in their preferences. There are, however, within each area of cooperation, certain items the response to which are contrary to the above ranked preferences. In each of the areas of Special Education and Research and Planning there was one such item. In the former, the item [Table 6, item 39] school systems in a region should exchange students for short

periods of time to help people know each other better, was responded to most often as undecided. In the Research and Planning area the respondents appeared slightly reluctant to forego local long-range planning in favor of regional long-range planning [Table 4, item 27].

It is in the area of Centralized Services that the only total sample mean response of disagreement was found. The respondents disagreed with the concepts of a regional school system [Table 8, item 56]. A regional central storage and warehouse [Table 8, item 54] and public school cooperation with private and parochial schools [Table 8, items 59 and 60] brought the strongest indecisiveness in this area. Undecided responses were strongest with a regional library service [Table 8, item 50] and regional administering of Special Education programs [Table 8, item 61]. In the area of Financing, the respondents were in agreement to cooperate on a regional level to provide services when it was more efficient and effective to do so [Table 2, items 16, 18, and 19]. However, they were undecided when financial equity was proposed [Table 2, items 11, 12 and 17]. In the questions related to Human Relations, respondent groups were undecided as to the degree of equal educational opportunity available in the region [Table 10, item 72] or how regional cooperation would affect equal educational opportunity [Table 10, items 73, 81 and 85]. The items that elicited the strongest indecisive responses were in regard to what groups are or are not disadvantaged [Table 10, items 80 and 83]. Tables 4 and 8 related to Research and Planning and Centralized Services respectively, posed two items of interest. In Table 8, item 62, which asks whether or not the Regional Instructional Materials Center has been a satisfactory experience, received a total sample mean of only 3.36, indicating relative indecisiveness. Administrators and school boards, however, have respective means of 3.66 and 3.68. In contrast to the

indecisiveness as to the satisfaction of association with this educational center item 67 of the same table shows all groups agreeing that the regional center and facilities should be used by all school systems [total sample of 4.39]. The same type of question and response related to the Educational Development Center is found in Table 4 [items 25 and 30]. The reason for this disparity may be due to several significant points. The primary contact between the center and the school system is through the superintendents. There is little formal publicity from the regional center to the teachers, laymen, and the school boards, groups not usually included in the formal decision making. If it is important that these three groups, that is, teachers, school board members, and laymen are aware of the regional center and its programs, it is obvious that additional measures to both inform them of its functions and services and get them involved in its usage is greatly needed.

Vertical Analysis of Data

In an attempt to give additional insights into the meaning of the data, for each of the five general areas, an analysis of the differences [both plus and minus differences] of mean responses comparing the two lay groups and the two professional groups was made. Those items which appeared to reveal significant differences, based upo. empirical observation and not statistical procedures, are as follows:

a - Centralized Services - The laymen mean item response averaged +.01 in comparison to the school board members mean item response. The administrators item mean response averaged +.20 in comparison to the item mean response over teachers. This may indicate a need for in-service activities for both school board members and teachers, possibly through

the existing regional centers, if the objective is to create more positive attitudes toward centralized services within these groups.

b - Financial - Administrators average mean item response to the financial question was +.12 in comparison to the item mean average response of teachers. Laymen item mean average response was +.006 as compared to the school board members mean average item response. It might be inferred that administrators were in more agreement to questions dealing with financial matters when compared to teachers. Laymen, as a group, were also somewhat more in agreement than school board members to similar types of questions.

c - Special Education - The administrators average mean item response was +.045 in comparison to the item mean average response of teachers. Laymen responses, when compared to school board members, averaged +.004 on an average of mean item responses. Special Education was the one area where the responses were more similar for all groups which is also reflected in mean average item figures.

d - Research and Planning - The administrators average mean item response was +.11 over teachers and the laymen's average mean item response was +.18 over school board members. Administrators and laymen, when taken as a total group, were much more in agreement relative to regional cooperation in Research and Planning than were teachers and school board members.

e - Human Relations - The administrators mean average item responses were +.17 when compared to teachers. Laymen mean average item responses were +.03 over school board members on questions in the area of Human Relations. Again, administrators were more in agreement than teachers and laymen were more in agreement than school board members relative to Human Relation questions. Perhaps this indicates the need for some

in-service experiences for teachers and school board members if there is a desire to bring about more cohesiveness of thinking within groups of teachers and school board members. In this summary, only the data of the four respondent groups were utilized. The grouping of data by counties, which combines all respondent groups within a county into one sample, is perhaps of dubious value for this section of the study.

As an aid to the reader the authors have included rather complete tables of data, both in the body of the report and in the appendix section, which should be useful in further interpreting the meaning of the data as reported. This data warrants careful study. It may prove useful as one develops researchable questions relative to specific situations and/or interpretations.

One gross generalization which the authors agree upon after having lived with the data through many hours of serious study and reflection is that all respondent groups are favorably disposed to the concept of regional cooperation in education. While there may be specific issues or educational practices where the degree of variance among and between groups is great, when treated as a total body of data gathered from the four respondent groups, relatively speaking, they do see value in approaching education from a regional cooperative perspective.

FOOTNOTES

1. "The Shape of Education for 1967-68," Editors of Education U.S.A., National School Public Relations Association, 1967, p. 11.

2. "Profiles of E.S.E.A. of 1965," Titles I, II, III, IV, and V, Part II HEW, U.S. Department of Health, Education and Welfare, p. 9.

3. Emily F. Eynon, "Title IV Elementary and Secondary Education Act 1965," Audio Visual Instruction (November 1965), pp. 719-721.

4. John Bystrom, "Federal Aid to Educational Television," Audio-Instruction (June 1963), pp. 412-413.

5. "Your School District," National Commission on School District Reorganization, National Education Association (Washington, D.C.: The Association, 1948), p. 52.

6. Otis C. McCreary, A State Plan of Intermediate Units for Pennsylvania, State Board of Education (January 12, 1967).

7. Ibid., p. 211.

8. Cooley, W. W. and Lohnes, P. R., Multivariate Procedures for the Behavioral Sciences (New York: Wiley, 1962), pp. 61-62.

9. Kirk, R. E., Experimental Design: Procedures for the Behavioral Sciences (California: Brooks-Cole, 1968), p. 74.

10. Ibid., p. 127.

APPENDICES

APPENDIX A

Data Processing and Analysis

In order to determine whether statistically significant differences existed between groups for each category, tests were performed using analysis of variance (ANOVA) procedures. Since each statement on the questionnaire was regarded as a dependent variable and since there were five categories of interest (Respondent Type, Children in Public School, Counties, Years of Residence, and Residence Location), 375 ANOVA's needed to be computed. When a very large number of such analyses are performed, there is a great likelihood of finding significant differences by chance alone. In order to obtain some degree of protection from chance differences a multivariate ANOVA was performed. This type of analysis determines whether significant differences exist for a set of dependent variables considered simultaneously. Because of a limitation in the number of dependent variables which the computer program could handle, the total number of 75 questions was broken into subsets corresponding to the five sections of the questionnaire, viz., Financial, Research and Planning, Special Education, Centralized Services, and Human Relations. The results of the multivariate ANOVA for each breakdown and for each questionnaire subset is presented in Table A. The multivariable test is Wilke's lambda criterion using Rao's approximate F test.[8]

As may be noted from Table A, significant results were found for three of the breakdowns, viz., Respondent Type, Children in Public School, and Counties. Within each questionnaire subdivision for which significant differences were found, univariate F-ratios were determined. In the present situation the univariate tests correspond to one way ANOVA's. When the number of groups being compared within a single

analysis is larger than two, a multiple comparison procedure is required for determining exactly which means differ significantly. All possible pairs of means were to be tested for significance and the multiple t procedure was selected since it tends to be less conservative than other multiple comparison techniques appropriate for pairwise tests. The formula for the multiple t is as follows:[9]

$$t = \frac{C_j X_j + C_j X_j}{\sqrt{MS_{error}\left[\frac{C_j^2}{N_j} + \frac{C_j^2}{N_j}\right]}}$$

Since the Children in Public School breakdown involved only two groups (those having children in public school and those who did not), a multiple comparison procedure was not necessary.

In order to determine the importance of the obtained significant differences it is necessary to obtain more information. When the degrees of freedom are large, it is easy to find small differences between means to be statistically significant. Hence, one may have statistical significance without having practical significance. It is useful, therefore, to obtain an estimate of the amount of variance accounted for between the dependent variable and the independent variable (qualitative groups in the present case). For example, in the Respondent Type breakdown there are four groups, viz., administrators, teachers, school board members, and influential laymen. These four groups of respondents are the only ones of interest and are not considered to be a random sample from a population of types of respondents. Type of Respondent, then, is considered to be a fixed effect. A procedure for estimating the strength of association in a one way ANOVA involving fixed effects is presented by Kirk.[10]

$$W^2 = \frac{SS_{bg} - (R-1)\ MS_{wg}}{SS_{total} + MS_{wg}}$$

where: R = number of groups

SS_{bg} = sum of squares between groups

SS_{total} = total sum of squares

MS_{wg} = mean square within groups

TABLE A

Results of Multivariate Analysis of Variance

Breakdown Under Analysis		Questionnaire Subdivisions				
		Financial	Research & Planning	Special Education	Centralized Services	Human Relations
Respondent Type	f	2.29	2.44	1.59	2.96	1.68
	df	30, 1212.9	33, 1214.5	54, 1207.6	63, 1200.8	45, 1212.
	p	.01	.01	.01	.01	.01
Children in Public School	f	1.38	2.07	1.62	1.17	1.80
	df	10, 110	11, 109	18, 102	21, 099	15, 105
	p	n.s.	.05	n.s.	n.s.	.05
Counties	f	1.68	1.47	1.60	1.37	2.41
	df	20, 822	22, 820	36, 806	42, 800	30, 812
	p	.05	n.s.	.05	n.s.	.01
Years of Residence	f	1.20	1.03	1.35	1.04	1.18
	df	30, 305.9	33, 304.2	54, 286.9	63, 278.4	45, 294.9
	p	n.s.	n.s.	n.s.	n.s.	n.s.
Residence Location	f	0.56	0.84	0.85	1.05	1.22
	df	20, 216.0	22, 214.0	36, 200	42, 194	30, 206
	p	n.s.	n.s.	n.s.	n.s.	n.s.

TABLE B

ITEMS SIGNIFICANT BEYOND .05 LEVEL
FOR RESPONDENT GROUPS

Item	MS Between	MS Within	F	df	Amount Variance Accounted for
14	9.30	2.23	4.18	3,422	21.21/971.2 = .02
15	9.91	1.76	5.64	3,422	24.45/774.2 = .03
19	5.22	1.35	3.87	3,422	11.61/586.71 = .02
29	3.73	1.16	4.33	3,422	7.71/501.87 = .02
30	4.93	1.07	5.27	3,422	11.58/467.4 = .02
31	7.10	0.85	6.01	3,422	18.75/380.85 = .05
37	2.42	0.79	3.07	3,422	4.89/341.4 = .01
41	4.00	1.41	2.84	3,422	7.77/608.4 = .01
51	4.26	1.35	3.16	3,422	8.73/583.8 = .02
52	6.81	1.98	3.44	3,422	14.49/858 = .02
53	19.02	1.92	9.89	3,422	51.3/869.2 = .06
57	9.37	1.62	5.79	3,422	23.25/713.35 = .03
58	7.50	1.92	3.90	3,422	16.74/834.7 = .02
59	19.14	2.55	7.50	3,422	49.77/1136 = .04
60	17.09	2.54	6.72	3,422	43.7/1126 = .04
62	10.62	1.31	8.11	3,422	27.93/586 = .05
63	11.31	1.26	8.96	3,422	30.2/567 = .05
75	5.63	1.95	2.89	3,422	11.04/842 = .01
77	3.67	1.20	3.07	3,422	7.4/518.6 = .01
79	5.05	1.92	2.63	3,422	9.39/827.3 = .01
84	3.95	1.46	2.71	3,422	7.47/629 = .01
85	13.67	2.56	5.34	3,422	33.33/1124 = .03

TABLE C

ITEMS REVEALING STATISTICALLY SIGNIFICANT DIFFERENCES
BETWEEN RESPONDENT GROUPS
AT THE .005 LEVEL
(From the Six Possibilities)

Item	
14	SB > T
15	A > L
19	A > SB, T > SB, L > SB
29	L > SB
30	A > T
31	A > T, SB > T, L > T
37	T > SB
41	A > SB
51	L > T
52	A > SB
53	SB > A, L > A
57	A > L
58	SB > T
59	A > SB, A > L
60	A > SB, A > L
62	A > T, SB > T
63	A > L, T > L, SB > L
79	T > SB
85	A > SB, A > L

TABLE D

COMPARISON OF SIGNIFICANT ITEMS
BY RESPONDENT GROUPS

$.05\ ^{t}422 \approx 1.966$

Item		
14	A (3.57) > T (3.04) t = 3.08	SB (3.68) > T (3.04) t = 2.53
15	A (4.35) > L (3.60) t = 3.98	T (3.98) > L (3.60) t = 2.09
	A (4.35) > SB (3.84) t = 2.22	A (4.35) > T (3.98) t = 2.42
19	A (4.26) > SB (3.59) t = 3.33	T (4.18) > SB (3.59) t = 3.00
	L (4.15) > SB (3.59) t = 2.56	
29	L (4.61) > SB (4.00) t = 3.01	T (4.39) > SB (4.00) t = 2.14
30	A (3.60) > T (3.18) t = 3.50	A (3.60) > L (3.28) t = 2.18
31	A (4.21) > T (3.81) t = 3.76	SB (4.27) > T (3.81) t = 3.62
	L (4.35) > T (3.81) t = 4.28	
37	A (4.67) > SB (4.34) t = 2.14	T (4.67) > SB (4.34) t = 2.18
	A (4.67) > L (4.41) t = 2.06	T (4.67) > L (4.41) t = 2.13
41	A (4.39) > SB (3.79) t = 2.92	T (4.19) > SB (3.79) t = 1.99
51	L (4.61) > T (4.17) t = 2.76	
52	A (4.11) > T (3.64) t = 2.90	A (4.11) > SB (3.54) t = 2.34
53	SB (4.04) > A (3.27) t = 3.21	SB (4.04) > L (3.28) t = 2.91
	T (3.78) > A (3.27) t = 3.19	T (3.78) > L (3.28) t = 2.63
57	A (4.32) > T (3.86) t = 3.13	A (4.32) > L (3.62) t = 3.87

A = Administrators; SB = School Board; L = Laymen; T = Teachers

TABLE D (continued)

COMPARISON OF SIGNIFICANT ITEMS
BY RESPONDENT GROUPS (continued)

$.05^{t}422 \approx 1.966$

Item		
58	SB (4.20) > T (3.51) t = 2.92	A (3.92) > T (3.51) t = 2.57
59	A (3.39) > SB (2.81) t = 3.15	A (3.39) > SB (2.27) t = 4.04
	A (3.39) > L (2.61) t = 3.44	T (2.81) > SB (2.27) t = 1.99
60	A (3.48) > T (2.88) t = 3.26	A (3.48) > SB (2.57) t = 3.30
	A (3.48) > L (2.67) t = 2.70	
62	A (3.66) > T (3.06) t = 4.54	SB (3.68) > T (3.06) t = 3.20
	A (3.66) > L (3.29) t = 2.27	
63	A (4.57) > T (4.26) t = 2.39	A (4.57) > L (3.74) t = 5.19
	T (4.26) > L (3.74) t = 3.38	SB (4.36) > L (3.74) t = 2.93
75	A (4.17) > T (3.81) t = 2.24	
	A (4.17) > L (3.65) t = 2.62	
77	A (4.23) > L (3.86) t = 2.37	T (4.21) > L (3.86) t = 2.33
79	A (3.40) > T (3.08) t = 2.00	SB (3.57) > T (3.08) t = 2.09
	L (3.47) > T (3.08) t = 2.05	
84	A (4.20) > T (3.83) t = 2.64	
85	A (3.67) > T (3.24) t = 2.33	A (3.67) > SB (2.70) t = 3.50
	A (3.67) > L (3.01) t = 2.90	T (3.24) > SB (2.70) t = 1.99

A = Administrators; SB = School Board; L = Laymen; T = Teachers

TABLE E

ITEMS SIGNIFICANT BEYOND .05 LEVEL
BY COUNTIES

Item	Mean Score Between	Mean Score Within	F	df	Amount of Variance Accounted for
11	15.34	2.68	5.72	2,420	25.32/1158.96 = .02
32	1.26	0.42	3.00	2,420	1.68/179.34 = .01
33	1.71	0.33	5.26	2,420	2.76/142.35 = .02
42	2.31	0.78	2.97	2,420	3.06/333.0 = .01
71	6.66	1.93	3.45	2,420	9.46/825.85 = .01
76	3.38	0.97	3.47	2,420	4.82/415.13 = .01
83	26.61	2.12	12.53	2,420	48.98/945.74 = .05

TABLE F

COMPARISON OF SIGNIFICANT ITEMS
BY COUNTIES

$.05^{t}420$ 1.966

Item				
11	F (3.19)	G (2.35) t = 3.35;	W (2.96)	G (2.35) t = 2.78
32	W (4.83)	G (4.63) t = 2.02		
33	W (4.91)	F (4.77) t = 2.15;	W (4.91)	G (4.68) t = 2.91
42	F (4.49)	G (4.21) t = 2.07;	W (4.49)	G (4.21) t = 2.31
71	F (4.10)	G (3.66) t = 2.07;	W (4.16)	G (3.66) t = 2.62
76	W (4.54)	G (4.19) t = 2.59		
83	G (3.50)	F (2.42) t = 4.84;	G (3.50)	W (2.65) t = 4.25

F = Fayette; W = Washington; G = Green

APPENDIX B

Regional Planning Questionnaire

Area: Curriculum

General Information

Name of District:_____

County:_____

Characterization of District: (check)

Urban_____ Suburban_____ Rural_____ Mixed_____

Grade Organization Plan:

_____ k-6, 7-8, 9-12

_____ k-6, 7-9, 10-12

_____ k-5, 6-8, 9-12

_____ k-4, 5-8, 9-12

_____ k-5, 6-9, 10-12

_____ k-8, 9-12

_____ other specify_____

Number of non-white pupils enrolled in the district.

k-6 _____

7-12 _____

Directions:

The following contains four (4) sections of statements which provide for an assessment of personnel, program specifications, instruction, and evaluation of curricula. Your responses to these statements are being elicited for potential cooperative efforts by coterminous school districts participating in area planning and operation of educational programs. In the space preceding each statement please indicate the degree to which the statement is representative of your school district. Please use the numbers as indicated below:

1. Is not in use
2. Is planned for the future (within the next three years)
3. Is currently under study for use within a year
4. Is used, in part or as local needs dictate
5. Is used exclusively

SECTION I

Special Personnel

1. /__/ The district employs a full-time general director of curriculum and/or instruction for grades k-12.

2. /__/ The district employs a full-time general director of curriculum for the elementary school grades.

3. /__/ The district employs a full-time general director of curriculum for the secondary school grades.

4. /__/ The district employs full-time special subject supervisors and/or curriculum coordinators for k-12 articulation of program. (If #4 is answered with number 2-5, please respond to 4a → 4f.)

   4a. /__/ Foreign Language

   4b. /__/ Language Arts

   4c. /__/ Mathematics

   4d. /__/ Science

   4e. /__/ Social Studies

   4f. /__/ Others_____

5. /__/ The district employs full-time special subject supervisors and/or curriculum coordinators for 7-12 articulation of program. (If #5 is answered with numbers 2-5, please respond to 5a → 5m.)

   5a. /__/ Art

   5b. /__/ Business Education

   5c. /__/ Foreign Language

   5d. /__/ Home Economics

   5e. /__/ Industrial Arts

   5f. /__/ Language Arts

   5g. /__/ Mathematics

   5h. /__/ Music

   5i. /__/ Physical Education

   5j. /__/ Science

   5k. /__/ Social Studies

51. /__/ Vocational Education

5m. /__/ Others_____

6. /__/ The district employs full-time special subject supervisors and/or curriculum coordinators for k-6 articulation of programs. (If #6 is answered with numbers 2-5, please respond to 6a → 6j.)

6a. /__/ Art

6b. /__/ Foreign Language

6c. /__/ Language Arts

6d. /__/ Mathematics

6e. /__/ Music

6f. /__/ Physical Education

6g. /__/ Reading

6h. /__/ Science

6i. /__/ Social Studies

6j. /__/ Other_____

7. /__/ The district employs paraprofessionals (teacher aides) to assist teachers in all grade levels.

8. /__/ The district employs paraprofessionals (teacher aides) to assist teachers in the elementary grades.

9. /__/ The district employs paraprofessionals (teacher aides) to assist teachers in the secondary grades.

SECTION II

Program

Summer School

10. /__/ The district conducts a summer school program for all elementary grade levels (k-6).

11. /__/ The district conducts a summer school program for the Junior High and Senior High grade levels (7-12).

12. /__/ The summer school program is organized and conducted for students requiring remedial work.

13. /__/ The summer school program is organized and conducted for students desiring enrichment activities.

14. /__/ The summer school program is organized for students seeking credits which they may or may not obtain during the regular academic year.

Adult Education

15. /__/ The district organizes and/or conducts Adult Education or Continuing Education classes.

Special Education

16. /__/ The district program includes special education classes for the mentally handicapped.

17. /__/ The district program includes special education classes for the physically handicapped.

18. /__/ The district program includes special education classes for the emotionally handicapped.

Library

19. /__/ School libraries (k-6) are open beyond the normal attendance school hours for pupils.

20. /__/ School libraries (7-12) are open beyond the normal attendance school hours for pupils.

21. /__/ School libraries are open during evening hours for adult education or regular student use.

Extra-Curricular Activities

22. /__/ The school district makes provisions for student government associations in the senior high schools.

23. /__/ The school district makes provisions for drama and speech activities in the senior high school.

24. /__/ The school district makes provisions for school publications which are prepared and/or produced by students.

25. /__/ The school district makes provisions for club activities or interest-type organizations for learners at all grade levels.

26. /__/ Students' extra-curricular activities are scheduled during the school day as part of the regular daily school schedule.

27. /__/ Students' extra-curricular activities are scheduled after school hours or are not included as a regular part of the daily school schedule.

Clinics

28. /__/ The district reading clinic and/or laboratory conducts both remedial and developmental classes.

29. /__/ The district speech and hearing clinic is centralized within the school district.

Separate Administrative Unit Programs

30. /__/ The district uses a Junior High School or Middle School organization for its educational program and the program is departmentalized with separate subject area designations.

31. /__/ The district uses a Junior High School or Middle School organization for its educational program and the program is of the core-type with subject areas combined where needs and philosophy seem to dictate.

32. /__/ The school district participates in planning and coordinating pre-kindergarten programs (nursery schools, head start, etc.).

33. /__/ Work study programs are provided for secondary students by the district.

Scheduling

34. /__/ Elementary school classes are self-contained and graded (1st, 2nd, 3rd, etc.).

35. /__/ Elementary school classes are self-contained but non-graded (early childhood, intermediate, etc.).

36. /__/ Elementary school classes are non-graded and variable in student and teacher assignment.

37. /__/ Junior High School or Middle School classes operate with block-scheduling.

38. /__/ Junior High School or Middle School classes operate with a modular schedule.

39. /__/ Junior High School or Middle School classes operate with a fixed schedule of 6 - 8 + periods per day.

40. /__/ Senior High School classes operate with a block-schedule.

41. /__/ Senior High School classes operate with a modular-schedule.

42. /__/ Senior High School classes operate with a fixed schedule of 6 - 8 + periods per day.

SECTION III

Instruction

43. /__/ Homogeneous grouping is practiced in the elementary grades.

44. /__/ Homogeneous grouping is practiced in the Junior High School grades.

45. /__/ Homogeneous grouping is practiced in the Senior High School grades.

46. /__/ Individualized scheduling is practiced in the elementary grades.

47. /__/ Individualized scheduling is practiced in the Junior High School grades.

48. /__/ Individualized scheduling is practiced in the Senior High School grades.

49. /__/ Team teaching is utilized in the grade school (k-6).

50. /__/ Team teaching is utilized in the Junior High School.

51. /__/ Team teaching is utilized in the Senior High School.

Instructional Practices

52. /__/ Field trips are scheduled as a regular activity in the elementary schools.

53. /__/ Field trips are scheduled as a regular activity in the secondary schools.

54. /__/ Departmentalized and/or general resource centers are used in the elementary schools.

55. /__/ Departmentalized and/or general resource centers are used in the Junior High Schools.

56. /__/ Departmentalized and/or general resource centers are used in the Senior High Schools.

57. /__/ Laboratories are used by students other than assigned class periods during school hours.

58. /__/ Laboratories are used by students after school hours.

59. /__/ Large group instruction is used in elementary schools (k-6).

60. /__/ Large group instruction is used in secondary schools (7-12)

61. /__/ Seminars (9-15 students) are used in elementary schools (k-6).

62. /__/ Seminars (9-15 students) are used in secondary schools (7-12).

63. /__/ Provision is made for independent study in elementary schools (k-6).

64. /__/ Provision is made for independent study in secondary schools (7-12).

Material Resources (software-hardware)

65. /__/ Textbooks are the major source supplement for the curriculum (k-6).

66. /__/ Textbooks are the major source supplement for the curriculum (7-12).

67. /__/ Workbook materials are used as supplemental sources for the curriculum (k-6).

68. /__/ Workbook materials are used as supplemental sources for the curriculum (7-12).

69. /__/ Paper-type programmed materials are used as supplemental sources for the curriculum (k-6).

70. /__/ Paper-type programmed materials are used as supplemental sources for the curriculum (7-12).

71. /__/ Hardware materials are available in all elementary schools (k-6). (If #71 is answered with numbers 2-5, please respond to 71a → 71g.)

    71a. /__/ Audio Recorders

    71b. /__/ Computer Facilities

    71c. /__/ Closed-Circuit TV

    71d. /__/ Dial-Access Equipment (audio only)

    71e. /__/ Dial-Access Equipment (video-tape)

    71f. /__/ Portable TV Equipment

    71g. /__/ Projectors

72. /__/ Hardware materials are available in all secondary schools (7-12). (If #72 is answered with numbers 2-5, please respond to 72a → 72g.)

    72a. /__/ Audio Recorders

    72b. /__/ Computer Facilities

72c. /__/ Closed-Circuit TV

72d. /__/ Dial-Access Equipment (audio only)

72e. /__/ Dial-Access Equipment (video-tape)

72f. /__/ Portable TV Equipment

72g. /__/ Projectors

Curriculum Materials and Programs

Respond to the following for grades k-6:

73. /__/ District uses new language arts materials. (name)_____

74. /__/ District uses new mathematics materials. (name)_____

75. /__/ District uses new science materials. (name)_____

76. /__/ District uses new social studies materials. (name)_____

Respond to the following for grades 7-12:

77. /__/ District uses new English materials. (name)_____

78. /__/ District uses new foreign language materials. (name)_____

79. /__/ District uses new industrial arts materials. (name)_____

80. /__/ District uses new mathematics materials. (name)_____

81. /__/ District uses new science materials. (name)_____

82. /__/ District uses new social studies materials. (name)_____

SECTION IV

Evaluation

Procedures for Curriculum Development, Implementation, and Evaluation

83. /__/ The district curriculum is examined annually to identify needed changes.

84. /__/ The district philosophy and stated objectives are incorporated in all curriculum revision attempts.

85. /__/ The district evaluates its curriculum in terms of both the scope and sequence of the program.

86. /__/ Curriculum development includes an analysis of student and community needs.

87. /__/ The community is actively involved in curriculum revision.

88. /__/ Staff members are provided the opportunity to prepare curriculum development plans.

89. /__/ The district makes provision for staff members to work together on curriculum revision attempts with a grade level throughout the district.

90. /__/ The district makes provision for staff members to work together on curriculum revision attempts among grade levels of their building.

91. /__/ Courses of study are available at all grade levels of the elementary school (k-6).

92. /__/ Courses of study are available at all grade levels of the secondary school (7-12).

93. /__/ Intervisitation is employed by the district in conducting its in-service program.

94. /__/ Workshops are used in the district's in-service program.

95. /__/ Seminars are used in the district's in-service program.

96. /__/ State or county in-service programs are used by the district in assisting its staff.

97. /__/ Outside consultants are utilized by the district for curriculum revision.